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ABSTRACT

Stressing that instructional behaviors, programs, and materials developed for inservice education must be systematic, stimulating, psychologically sound, and organized, this document provides a guide to the development of inservice instructional packages. It includes extensive criteria for evaluating inservice instructional packages under the following headings: (1) organization, layout, and format; (2) rationale; (3) objectives; (4) preassessment (evaluation prior to use in instruction); (5) instruction (evaluation as a tool for facilitating effective instruction); (6) self-evaluation (helps participant assess needs); and (7) overall evaluation. (DS)

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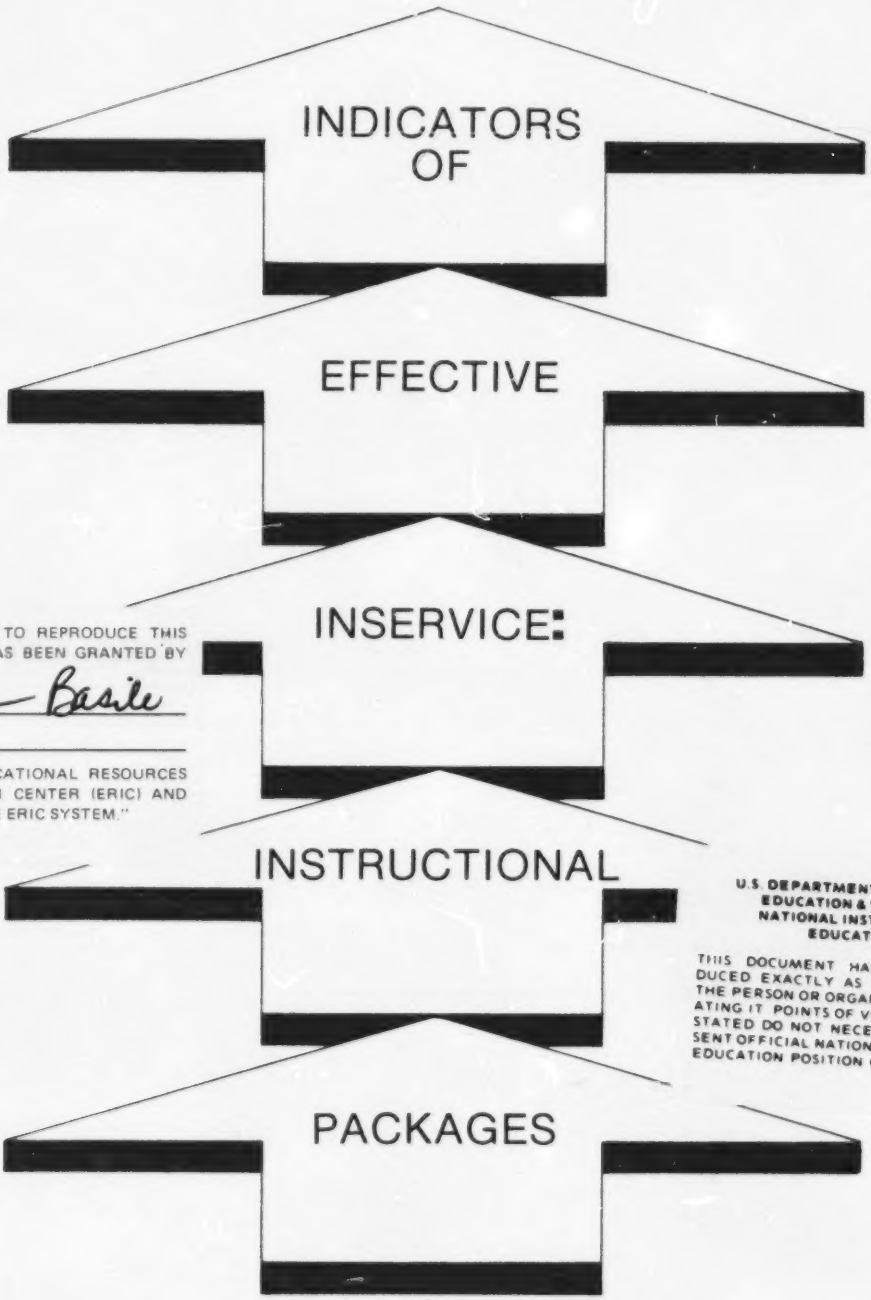

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INDICATORS OF EFFECTIVE INSERVICE:

INSTRUCTIONAL PACKAGES

Currently teachers are being asked to approach their professional responsibilities with a degree of quality never demanded before during the history of professional education. The demand for quality in teaching necessitates that the generalities and platitudes of the past be replaced by precise description. This means that mere talk of progress be replaced with specific change. Therefore, inservice programs must be designed to meet the identified needs of professional educators rather than inservice programs that are externally prescribed. Consequently, the instructional behaviors, programs, and materials developed for inservice education must be systematic, stimulating, psychologically sound, organized, and planned with instructional materials and media to meet the needs and interests of participants.

Therefore, the major consequence criteria of inservice programs focus on the follow-up use of new curriculum materials and updated instructional skills by professional educators in the classroom and the effect of these changes in their performance and pupil learning.

The purpose of Indicators of Effective Inservice: Instructional Packages is to provide a guide to the development of inservice instructional packages that will facilitate and enhance the probability of the outcomes of inservice programs on teacher effectiveness and pupil learning.

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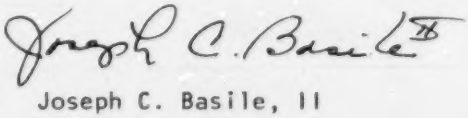

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INDICATORS OF EFFECTIVE INSERVICE:

INSTRUCTIONAL PACKAGES

Directions: Please read the enclosed inservice instructional package. Then section by section indicate whether this package meets the effective indicators noted below by checking Yes, No, or Unclear in the space provided to the left of each indicator. Please respond to all the indicators.

Yes	No	Unclear	
			A. Organization, Layout, Format of the Inservice Package:
_____	_____	_____	1. The overall visual appearance of the instructional package is attractive.
_____	_____	_____	2. The typing format is clear and the type face is consistent throughout the package.
_____	_____	_____	3. The type face is legible.
_____	_____	_____	4. The instructional package is paginated from start to finish including appendices.
_____	_____	_____	5. The instructional package is bound to permit easy page flipping and will lie flat without pages flipping back and forth.
_____	_____	_____	6. The instructional package includes a cover sheet which reflects a visual theme consistent with the main intent of the package.
_____	_____	_____	7. The instructional package is visually pleasing to the participant, provides both verbal and visual presentations, and includes proper credits to contributors to the package.
_____	_____	_____	8. The instructional package includes an array of multi-media techniques and creative use of sequencing techniques and use of colors where appropriate.
_____	_____	_____	9. There is a logical and uncomplicated sequence to the materials so that the participant can work his/her way through without much difficulty.

Yes	No	Unclear	
_____	_____	_____	10. The instructional package includes an introductory visual which illustrates the sequence of the package.
_____	_____	_____	11. The instructional package has a table of contents including, where applicable, a list of tables and figures.
_____	_____	_____	12. The instructional package includes a bibliography.
_____	_____	_____	13. This instructional package is attractive and contains materials you (the evaluator) would be proud of developing.

B. Rationale of the Instructional Package:

_____	_____	_____	14. Has a clear statement of purpose that establishes set and relevance for the materials - the why of the materials.
_____	_____	_____	15. Is derived from a theory or theories, operational models, or viable practitioner experiences.
_____	_____	_____	16. Establishes the "gestalt" and shows the relationship between and among the components of the package or other packages.
_____	_____	_____	17. Identifies prerequisite competencies for completion of this package.
_____	_____	_____	18. Communicates the intent of the package by gearing the language level to the age and type of group.

C. Objectives of the Instructional Package:

_____	_____	_____	19. State precisely and clearly what the participant is expected to perform.
_____	_____	_____	20. State precisely and clearly the conditions under which the participant is expected to perform.
_____	_____	_____	21. State precisely and clearly how well the participant is expected to perform (criteria or standards).

Yes	No	Unclear		
_____	_____	_____	22.	Are identifiable as cognitive, performance, affective, and/or consequence.*
_____	_____	_____	23.	Consider whether the objectives for the participants provide for future consequences in the classroom.
_____	_____	_____	24.	Are achievable and relevant to the participant.
_____	_____	_____	25.	Are consistent, sequentially ordered, and lead to logical outcomes.

D. Preassessment of the Instructional Package:

_____	_____	_____	26.	Is diagnostic and guides the participant into the instruction or into the self-evaluation element.
_____	_____	_____	27.	Is the first decision point for the participant and serves as an advanced organizer for the materials that follow.
_____	_____	_____	28.	Creates positive motivation and encourages active participation for the materials that follow.
_____	_____	_____	29.	Contains item(s) related to each objective, is based on criterion levels, and is tied to content, attitudes, and performance.

*Cognitive objectives are objectives that address the knowledge and intellectual skills/abilities expected of participants.

Performance objectives are objectives that must be demonstrated by participants rather than merely possessing knowledge about them. Performance objectives are:

a. interactive: objectives performed with learners (e.g., questioning skills)
b. non-interactive: objectives performed not in the presence of learners (e.g., organization of materials for learning)

Consequence objectives are objectives that address the ability of participants to bring about changes in learners. These objectives focus on the results brought about by what a participant "knows" (cognitive) and "does" (performance) when performing a professional role.

Affective objectives are objectives that focus on the attitudes, interests, and values of the participant.

Yes	No	Unclear	
			E. Instruction of the Instructional Package:
_____	_____	_____	30. Is personalized whenever possible so that the inservice instructional mode matches the learning style of the participant - thus, it is self-paced and adaptive to participant's needs.
_____	_____	_____	31. Has criterion-referenced instruction.
_____	_____	_____	32. Includes a variety of verbal and non-verbal techniques.
_____	_____	_____	33. Is designed so that the inservice leader models the intent of the objectives to facilitate participant outcomes. ("Leader practices what is preached!")
_____	_____	_____	34. Provides for psychological set, meaningful interactions, and closure.
_____	_____	_____	35. Operationally defines the vocabulary essential for utilization of the materials.
_____	_____	_____	36. Includes learning activities that are meaningful to the participants.
_____	_____	_____	37. Is humanistic through the utilization of alternative activities or instructional modes for participants.
_____	_____	_____	38. Considers a time frame for accomplishment.
_____	_____	_____	39. Provides positive reinforcement and acceptance of participant ideas.
			F. Self-Evaluation of the Instructional Package:
_____	_____	_____	40. Is participant-oriented and participant-completed.
_____	_____	_____	41. Tells the participant if he/she needs further instruction and on which objectives.
_____	_____	_____	42. Is an individual progress report which culminates in a decision of mastery or non-mastery.
_____	_____	_____	43. Measures the instructional package objectives and tells the participant what needs to be accomplished before going on to evaluation.

Yes	No	Unclear	
			G. Evaluation of the Instructional Package:
_____	_____	_____	44. Is a collaborative venture between the leader and participant and results in objective data. These data are used to assess the reliability, validity, and achievement of the instructional package objectives.
_____	_____	_____	45. Provides evidence to indicate the participant performance in terms of the criterion level of the objectives.
_____	_____	_____	46. Reflects attitudes of the participant toward the leader's instructional effectiveness, the inservice instructional package, and the inservice instructional climate.
_____	_____	_____	47. Is humanistic since the results are used to foster continuous progress toward enriching the participant's professional development and <u>not</u> to rank or compare participants against each other.

Overall reactions to the inservice package _____

_____

_____

_____

_____